

Diagnostic Center , North

2004-2005



PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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DIAGNOSTIC CENTER-NORTHERN CALIFORNIA SERVICES AREA



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The Diagnostic Center, Northern California offers staff development opportunities to local educational agencies and families. The Diagnostic Center presenters are practitioners who offer up-to-date, research-based information and practical skills. Trainings are available throughout the year and in various formats :

- **One day and half-day workshops:** held in your region.
- **Comprehensive training and technical assistance projects:** In-depth content training and multiple levels of follow-up support, including demonstration teaching and on-site consultation.
- **Web-based training:** selected trainings designed to provide consultation services to professionals and training to parents by accessing the Internet.

A "Certificate of Completion" is available to participants. This may be used to document professional development hours or applied towards the credential requirements for Educational Specialist Level II non-university activities. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

There is no cost for our training service. Trainings are available on a "first come, first served" basis. LEAs have the responsibility for costs involved with duplication of handout materials, securing the training site, advertising the training, providing refreshments and other like costs.

Schedule trainings are posted on www.dcn-cde.ca.gov. If you wish to attend a training already scheduled, you should contact the hosting agency

Autism Strand

Understanding Autism Spectrum Disorders Dru Saren and Lynn Roberts

Time: 8:30 - 9:00 Registration
9:00 - 3:30 Workshop

Intended Audience:
All Educators

Presenters will use lecture, discussion and videotapes to help participants understand the ways in which Autism, Pervasive Developmental Disorder, Not Otherwise Specified (PDD-NOS) and Asperger's Syndrome affect behavior at school. Videotapes place emphasis on observation of specific behaviors in order to discriminate between the disorders on the autism spectrum and discern what is and is not an autism spectrum disorder. Qualification for services guided by Title V regulations and diagnosis guided by DSM will be discussed.

Teaching Children with Autistic Spectrum Disorders (ASD): *An Overview* Rebecca Steinberger and Lynn Roberts

Time: 8:00-8:30 Registration
8:30-3:00 Workshop

Intended Audience:
All Educators

Teaching children with Autism provides a unique challenge. Starting with a review of Autism Spectrum Disorders (ASD) and their educational implications, this workshop presents an overview of current methodologies with specific techniques and strategies to help these students meet their potential. This training is most useful when taken by the entire IEP team: teachers (general and special education), speech/language pathologists, paraprofessionals, and other team members. Participants will:

- Have a deeper understanding of Autistic Spectrum Disorders and how this diagnosis effects the student's learning style and needs
- Leave with ideas and tools to use for instruction and behavioral change

Asperger's Syndrome: The Complexities and Subtleties-Part I

Diann Grimm

Time: 8:00-8:30
8:30-3:30 Registration
Workshop

Intended Audience:
All Educators

Asperger's Syndrome is a lifelong social disorder characterized by one-sided conversations, restricted capacity to show empathy, intense interest in specific topics, and a limited ability to form friendships. Students with this disorder can be challenging in the school environment. In this training, participants will:

- Gain a clear understanding of the Asperger's diagnosis
- Learn to distinguish between Asperger's and similar disorder
- Understand the effects of Asperger's on social development, learning and communication
- Learn a variety of intervention techniques and educational strategies for children and adolescents with Asperger's

Asperger's Syndrome: Focus on Intervention-Part II

Diann Grimm

Time: 8:00-8:30
8:30-3:30 Registration
Workshop



Intended Audience:
All Educators

This presentation is a sequel to **Asperger's Syndrome: The Complexities and Subtleties**. This presentation will focus on a range of interventions that can be implemented to aid children with Asperger's Syndrome to be more successful socially, academically and behaviorally. Strategies from Part I will be discussed further and new interventions will be introduced. Opportunities to discuss challenges and successes within the group will be provided.

Behavior Strand

Promoting Positive Classroom Behavior

Rebecca Steinberger and Dru Saren

Time: 8:00-8:30 **Registration**
8:30-3:30 **Workshop**

Intended Audience:
All Educators

This workshop presents a dozen practical techniques to create a positive learning environment. It is designed to address the kinds of behavior typically present in classrooms that interfere with instruction; it does NOT address severe behaviors. Through group activities, video clips, and real-life examples participants will learn strategies to:

- Increase positive behavior
- Decrease or prevent disruptive behavior
- Teach self-management and problem solving
- Structure classrooms for success

The DEFs: Beyond the ABCs for Students with Severe Behaviors

Dru Saren and Geoff Smith

Time: 8:30 - 9:00 **Registration**
9:00 - 3:30 **Workshop**



Intended Audience:
All Educators

What do you do when you understand the basics of behavior but have a student whose behavior doesn't respond to typical interventions? Participants will leave with:

- Tools for analysis and evaluation
- A model of interventions based on a student's cognitive and emotional deficits
- Contacts of other skilled professionals for future collaboration

Come prepared to problem-solve challenging behavior in a collaborative forum with other professionals with intermediate and advanced knowledge in behavior analysis and positive behavior intervention.

Behavior Strand

Key Concepts In Understanding Behavior Dru Saren

Time: 3 hours



Intended Audience:
Novice educators and paraeducators

Participants will learn the basic concepts such as functions, context, antecedents, and reinforcement. This training is intended to encourage staff to see challenging behavior as a teaching opportunity and to understand the ineffectiveness of punishment.

Paraeducators Strand

The Paraeducator and Educator: Working Collaboratively for Student Success Diann Grimm and Brian Mathis

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
All Educators

This workshop will provide strategies and techniques on how paraeducators and educators can work together effectively to ensure success for all student learners. This training will be most beneficial when both the paraeducator and the educator attend as a team. Participants will:

- Clarify their roles and responsibilities
- Explore confidentiality issues and the implications for all educators
- Learn to empower coworkers
- Enhance interpersonal communication skills
- Learn to effectively give and receive constructive feedback
- Master strategies for team problem-solving

Paraeducators Strand

Understanding Primary Handicapping Conditions: An Overview for Paraeducators

Diann Grimm and Brian Mathis

Time: 8:00-8:30
8:30-3:30

**Registration
Workshop**

Intended Audience:
All Educators

Paraeducators are integral and essential players in the implementation of a successful special education program. Paraeducators can be better prepared to work with challenging students by developing an understanding of the characteristics of the primary handicapping conditions and their implications in the education setting. Participants will:

- Be provided with current information about the primary handicapping conditions
- Gain sensitivity to the unique challenges faced by students with these disabilities
- Learn strategies to maximize paraeducator effectiveness in all educational settings

Social Skills Development in Children with Special Needs: The Role of Paraeducators

Diann Grimm

Time: 3 Hours

Intended Audience:
All Educators

This presentation will discuss the social skills development of children with special needs. Specific strategies will be presented on how paraeducators can positively influence this development in the school environment. Participants will learn:

- The importance of good social skills to school success
- The difference between behavior problems and social skills deficits
- Strategies to use in everyday situations and interactions that will contribute to positive social skills growth in children with special needs

Paraeducators Strand

Enhancing Instructional Effectiveness: Tips and Techniques for Paraeducators Diann Grimm

Time: 3 Hours

Intended Audience:
All Educators

Paraeducators in special education have a variety of roles and responsibilities. This presentation will focus on two very important paraeducator roles. Participants will develop their skills in:

Providing small group instruction, including how to:

- Implement "Best Practices" teaching methodology
- Use specific cueing techniques to encourage student response
- Promote appropriate student behavior

Supporting students in general education instruction, including how to:

- Assure students' understanding of directions in class
- Monitor students' attention and on-task behavior
- Encourage student independence

Children with ADHD: Strategies for Success Shari Gent



Time: 3 Hours

Intended Audience:
Elementary/Middle School Educators

This training addresses the needs of children with attention, organizational and mild behavioral difficulties. Many of these children have been diagnosed with attention deficit disorder, learning disability, and/or traumatic brain injury. The primary emphasis will be on interventions to support study, organizational and attending skills and will include whole class and individualized strategies. Strategies for homework assignment and home-school communication will also be presented.

Specialized Topics Strand

The “ Other” Learning Disability: Understanding Nonverbal Learning Disabilities (NLD)

Diann Grimm

Time: 8:00-8:30
8:30-3:30

Registration
Workshop

Intended Audience:
All Educators

Do you have a student who has difficulty with social relationships, visual-spatial organizational skills, abstract language, nonverbal communication, fine-motor skills and body coordination? Does this student have relatively good reading/spelling skills and rote memory, but struggles with math and written language? Participants will:

- Learn the neurobehavioral characteristics of a student with NLD
- Understand the brain of a student with NLD
- Acquire skills to plan appropriate interventions that will help the student with NLD function academically, socially, emotionally, and independently

Middle and High School Transition Portfolios Priscilla Harvell and Renee A. Dawson

Time: 8:00-8:30
8:30-3:30

Registration
Workshop

Intended Audience:
All Educators

Portfolios are acceptable tools teachers use to document student progress. The Middle and High School Transition Portfolios provide teachers with meaningful, student-focused Transition activities. In this training, teachers will learn appropriate strategies to:

- Connect California Standards to Transition requirements
- Master strategies to facilitate student-centered planning
- Prepare students for post-secondary activities

Curriculum Relevant Therapy: From Design to Delivery - Part I

Diann Grimm

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
Speech-Language Pathologists

Curriculum relevant therapy focuses on the use of curriculum materials and content standards to develop goals/objectives and meaningful therapy targets for language-impaired students of all ages. In this training, participants will:

- Learn how to complete a Curriculum-Based Language Assessment
- Determine and prioritize student needs
- Understand the basics of how to use CA content standards to develop goals and objectives for language therapy
- Determine appropriate service delivery models to match student needs
- Learn a variety of intervention strategies and techniques that address curriculum needs within language therapy

Curriculum Relevant Therapy: A Continued Discussion and Practical Applications - Part II

Diann Grimm



Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
Speech-Language Pathologist

This workshop expands on the understanding gained in **Curriculum Relevant Therapy Part 1: From Design to Delivery** regarding the importance of curriculum relevant therapy in the schools for students with language impairments. This workshop will provide an opportunity for speech/language pathologist to work together to develop goals and objectives, to share ideas and strategies learned in the first training, and to expand their knowledge base of effective intervention techniques. In this training participants will:

- Become familiar with the revised, easier-to-use format of the Curriculum-Based Language Assessment forms
- Work collaboratively in developing goals and objectives based on content standards
- Learn additional intervention techniques to address students' language needs related to curriculum.

Strategies and Interventions Strand

Creating a Successful Learning Environment for All Students

Diann Grimm

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
All Educators

The learning environment in general education classrooms can be overwhelming for many students. By implementing simple techniques teachers can enhance student motivation, increase active involvement, and promote on-task behavior resulting in success for ALL! In this presentation, participants will learn how to:

- Establish routines and use schedules
- Develop effective rules and procedures
- Aid students in learning organizational strategies
- Increase student participation
- Encourage on-task behavior
- Engage in meaningful instructional discourse

Understanding Text : Strategies that Work!

Diann Grimm and Laura Denton

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
All Educators

In the general education curriculum students are often required to comprehend literary (narrative) and informational (expository) texts that are above their reading level. Through the use of effective strategies that enhance understanding and maintain motivation, students can be successful in learning content area material. This presentation will provide teachers with practical and easy-to-use techniques to support student learning in all subject areas. Participants will learn how to:

- Differentiate curriculum to ensure student understanding of all core content ideas
- Scaffold instruction to support a wide range of learners
- Explicitly teach comprehension strategies
- Promote comprehension through various alternative methods

Strategies and Interventions Strand

Transition Essentials for Teachers of Students with Moderate to Severe Learning Disabilities

Priscilla Harvell and Renee A. Dawson

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
Secondary Educators

Learn the “ins” and “outs” of Transition planning for challenging student populations. Hear about successful interventions for delivering services to students and their families. In this workshop, participants will learn to:

- Bridge Transition activities to California standards
- Gain sensitivity to cultural implications when working with diverse families
- Master strategies to facilitate student-centered planning
- Use a simple assessment process to match cognitive abilities with work demands

Transition Essentials for Teachers of Students with Learning Disabilities

Priscilla Harvell and Renee A. Dawson

Time: 8:00-8:30 Registration
8:30-3:30 Workshop

Intended Audience:
Secondary Educators

California standards! Transition requirements under IDEA! So much to do! When teachers are asked to teach the core curriculum and implement Transition requirements, the task can be overwhelming. Participants will learn to:

- Bridge Transition requirements and California standards
- Involve parents in the planning process
- Master strategies to facilitate student-centered planning

Strategies and Interventions Strand

Teaching Students with Moderate to Severe Cognitive Impairment Ann England and Rebecca Steinberger

Time: 8:00-8:30 **Registration**
8:30-3:30 **Workshop**

Intended Audience:
All Educators

Teaching students with moderate to severe disabilities is exciting and challenging. This training presents strategies to prevent problem behavior, develop meaningful activities, address IEP goals in all settings and develop adaptations in programming to assist students in meeting their potential. This training is most useful when taken by the entire team: teachers (general and special education), speech-language pathologists, paraeducators, families and other team members of students enrolled in a (preschool-eighth grade) Special Day Class-Severely Handicapped (SDC-SH).

Participants will:

- Have a deeper understanding of the needs of students with moderate to severe disabilities
- Leave with ideas and tools they can use for instruction and behavior change

This training will:

- Present strategies to prevent and/or reduce problem behaviors
- Review curriculum modifications and accommodations
- Discuss least restrictive environment for this population
- Provide opportunity to experience augmentative communication devices.

Web-based Trainings

The Diagnostic Center offers on-line trainings to those who have access to the Internet. Our trainings topics are based upon identified needs of our LEA staff, parents, and students. To maximize our training resources we offer the following on-line trainings:

Understanding: Section 504

Mary Anne Nielsen

Students with disabilities are entitled to participate in public education programs. Careful identification and program planning is critical to ensure that students with disabilities are provided equal access, not only to educational programs but to those extracurricular activities their non-disabled peers enjoy. This on-line training will introduce families and educators to Section 504 of the Rehabilitation Act of 1973, its mandates and implications for educational planning. http://www.dcn-cde.ca.gov/504/504_index.htm

Ask A Specialist: Everything you wanted to know about Assistive Technology, Behavior, Secondary/Transition, ADHD, and School-Related Medical Issues

Have a question? Need an Answer? Through the use of the Internet, you can go on line to ask a question of special education specialists and a behavioral pediatrician in the following areas: Behavior, Assistive Technology, Transition, ADHD and School-Related Medical Issues. Once a month, a question is selected from each category and responses are posted on the website. Participants can access the "Ask A Specialist" site by going to: <http://www.askaspecialist.ca.gov> Participants visiting this site will:

- Be able to ask questions in the following areas: Assistive Technology, Behavioral, Transition, ADHD and School-Related Medical Issues
- Read previous questions and answers
- Receive information on valuable websites, current literature, and resources

Transition Basics

Priscilla Harvell and Renee A. Dawson

This on-line training is for families, secondary aged students, school and agency staff. To access click on the following website: www.dcn-cde.ca.gov/dctrain/home.htm. Participants will:

- Learn major Transition requirements districts are mandated to provide
- Access “tools” to assist in the Transition planning process

Comprehensive Professional Development Projects

The Diagnostic Center provides curriculum leadership to LEAs and SELPAs. Comprehensive Professional Development Projects are individually designed to meet specific LEA or SELPA needs. Projects are typically multiple service days interspersed over a period of time. Projects are designed to provide services in various formats:

- In-depth content training followed by full or half day consultation.
- On-site consultation that includes demonstration teaching, observation, and recommendations.
- Consultation and technical assistance sessions with teachers and administrative support teams.

Request for Comprehensive Professional Development Project should be made to the Diagnostic Center Director, Mary Anne Nielsen at (510) 794-2500.

Videoconference

In an effort to meet the demands for services, we offer videoconferencing as an optional way for LEAs and SELPAs to access training and technical assistance. Many school districts, County Offices of Education or Community Colleges have videoconferencing equipment available for a wide range of staff development activities including meetings, training and technical assistance. Typical video conferences are no more than 2 hours in length. Possible uses for videoconferencing include:

- Case conferencing between Diagnostic Center staff and LEA to assist with individual student cases.
- Follow-up services for students who have been previously assessed by the Diagnostic Center.
- Mini-trainings on curriculum topics specific to LEA needs.

The LEA is responsible for identifying a local technology person to coordinate with the Diagnostic Center.

For further information or to schedule a video conference contact Renee A. Dawson at (510) 794-2500 or rdawson@dcn-cde.ca.gov.

Registration

To schedule a training

- Review the training brochure and select topics
- Identify two or three potential training dates
- Identify the LEA contact person who will be responsible for coordinating the training
- Contact Mary Anne Nielsen at (510) 794-2500 or mnielsen@dcn-cde.ca.gov

Following confirmation of a training

- Complete and return DCN Training Contract
- Secure a training site and arrange for room set-up

Presenters

Kay Browne, M.D., Behavioral Pediatrician
Renee A. Dawson, School Psychologist/Secondary Specialist
Laura Denton, Education Specialist
Ann England, Speech-Language Pathologist
Shari Gent, Education Specialist
Diann Grimm, Education/Speech-Language Pathologist
Priscilla Harvell, Secondary/Speech-Language Pathologist
Brian R. Mathis, Speech and Language Pathologist
Mary Anne Nielsen, Director
Lynn Roberts, Speech and Language Pathologist
Dru Saren, Education/Behavioral Specialist
Geoff Smith, School Psychologist
Rebecca Steinberger, Education Specialist

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